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ABSTRACT

The purpose of this study is to determine responsibilities expected of newly-hired academic reference librarians and background experiences they are expected to possess. The content analysis of 3 months' worth of reference librarian job listings from three 1990 issues of "College & Research Library News" led to a profile of expectations for newly-hired librarians. Questionnaires were then sent to the libraries advertising these positions to further investigate the characteristics of the institution and its expectations for the successful candidate for the position. Of the 41 responding institutions, over 50% wanted applicants to possess good interpersonal skills and have online searching experience. About one third expected automation experience and bibliographic instruction experience. The majority of successful applicants can expect their salaries to be based on minimum salaries of $20,000 to $30,000. Three-fourths of the applicants can expect to work 36 to 40 hours per week, and 60% can expect to spend between 11 and 20 hours per week at the reference desk. An overwhelming preference for an American Library Association (ALA) accredited library degree was expressed by both the questionnaire respondents and the job listings. A copy of the questionnaire is appended. (31 references) (Author/MAB)

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ASSESSING THE BIBLIOGRAPHIC INSTRUCTION SKILLS NEEDED FOR ENTRY-LEVEL REFERENCE POSITIONS IN ACADEMIC LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library Science
in paratial fulfillment of the requirements
for the degree Master of Library Science

by

Mary Lou Moegling

May, 1991

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ABSTRACT

The purpose of this study is to determine responsibilities expected of newly-hired academic reference librarians and background experiences they are expected to possess.

The content analysis of three months' worth of reference librarian job listings from 1990 issues of College & Research Library News led to a profile of expectations for newly-hired librarians. Over 50% of the employers wanted applicants to possess good interpersonal skills and have online searching experience. About one third expected automation experience and bibliographic instruction experience. The majority of successful applicants can expect their salaries to be based on minimum salaries of $20,000 to $30,000. Three fourths of the applicants can expect to work 36 to 40 hours per week, and 60% can expect to spend between 11 and 20 hours per week at the reference desk. An ALA-accredited library degree is overwhelmingly preferred by questionnaire respondents and job listings.

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TABLE OF CONTENTS

LIST OF TABLES iv

Chapter

1. Introduction 1

Purpose of the Study 3
Definitions of Terms 4
Limitations of the Study 5

2. Literature Search 6

3. Methodology 10

The Instrument 12
Data Preparation 14

4. Findings 20

5. Conclusions 34

Recommendations for Future Research 37

Appendix

1. Questionnaire Cover Letter 38

2. Questionnaire 40

Notes 43

SOURCES CITED 47

LIST OF TABLES

TABLE		Page
1.	Professional Qualifications of Reference Librarians by Source	21
2.	Locations Identified in Questionnaire and Job Listings	22
3.	Job Responsibilities by Source	23
4.	Background Experience Preferred as Found in Job Listings	27
5.	Specific Bibliographic Instruction Methods	27
6.	Analysis of Relationships Between Enrollment and Bibliographic Instruction Methods	29
7.	Benefits, Wages, and Status from Job Listings	31
8.	Institutional Characteristics from Questionnaire	32
9.	Reference Department Working Conditions from Questionnaire	33

CHAPTER I. INTRODUCTION

As students prepare for graduation from the many schools of library science throughout the United States, they surely wonder what types of libraries are recruiting new employees, where they are located, what salaries they can expect, and what skills will be expected of them. Students who are preparing for entry-level reference positions at academic libraries may even wonder whether those skills will include bibliographic instruction.

This research report seeks to determine what responsibilities will be expected of newly-hired academic reference librarians and what background experience they will be expected to possess. It will draw upon Shella Creth and Faith Harders's (1980) efforts to study these areas for entry-level librarians[1] and the study Mary Baier Wells made of job advertisements over the period of 1959-1979.[2]

Frequent mention has been made of the bibliographic skills needed by practicing librarians.

1.

The literature indicates that some librarians are not very excited about adding bibliographic instruction to their already heavy work schedule. Barbara P. Pinzelik calls it an "unreasonable burden"[3] as she cites the fact that bibliographic instruction (BI) is not well-received by students or faculty, its outcome is not apparent nor easily measured, and its small gains are lost by the student matriculation rate. Other writers, such as Patrick Max,[4] do not sound as negative about BI. He points out that "without instruction they (students/patrons) will forever be victims of noninformation or misinformation."

Pinzelik points out in her attack upon BI that:

> One reason that the instruction torch still burns brightly through library halls is that there is an endless supply of zealots, new to librarianship, who want an opportunity to transmit their enthusiasm for acquiring library skills. This group contains the most enthusiastic, articulate, and energetic of the new library school graduates. Instruction provides a perfect outlet for librarians with these qualities. But after several years, the passion dies and BI burnout sets in.[5]

Christine Stewart Sherratt provided a different rationale which points out how bibliographic instruction will benefit not only the students served and not only the institution, but also the individual librarian as well.

> If librarians actively and positively involve themselves in present and future instructional opportunities, they can continue to enable library users to become independent and self-sufficient. It is also likely that in teaching these skills and research methods to others, librarians will find their own perspectives broadened and their careers enriched.[6]

Purpose of the Study

The purpose of this study is to determine what responsibilities will be expected of newly-hired academic reference librarians and what background experience they will be expected to possess. This study will be one of the first to determine specific percentages for entry-level academic reference librarians in the early 1990s.

Definitions of Terms

For the purpose of this study, bibliographic instruction will be defined as

> an information service to a group, which is designed to teach library users how to locate information efficiently. The essential goals of this process are an understanding of the library's system of organization and the ability to use selected reference materials.[7]

or more conversationally as

> the formal teaching of courses in library use by librarians.[8]

For the purpose of this study academic libraries have been defined as

> a library forming an integral part of a college, university, or other academic institution for postsecondary education, organized and administered to meet the information needs of students, faculty, and affiliated staff of the institution.[9]

It is hoped that this study will characterize what are typical job expectations for entry-level academic reference librarians, how widely those expectations vary, and how prevalent bibliographic instruction is in those expectations.

Limitations of the Study

This study uses results from one library periodical, College and Research Library News, for only the period of September to November 1990. Thus the results cannot be generalized for job openings as found in all library periodicals.

CHAPTER II. LITERATURE SEARCH

Historical perspectives on the topic of bibliographic instruction and reference services have been provided by Hopkins[10] with a 100-year history of BI including its introduction in the 1870s and Rothstein with a ninety-year history of reference work issues in library schools.[11] Hunt campaigns for the dignity of the general reference librarian who is needed to answer general reference questions and to give library instruction inspite of recent trends toward subject specialists.[12] Wells examined job advertisements for academic librarians over the period 1959 to 1979 to determine trends in requirements, expectations, and benefits. She concluded that there had been increased expectations and no increase in salary dollar value.[13]

An inclusive source on bibliographic instruction is the 400-citation listing of "Education and Training for Librarianship and Information Work: Annual Bibliography, 1986" by Alan J. Clark.[14] Also,

Hannelore Rader provides a yearly bibliography of bibliographic instruction in Reference Services Review.[15]

Freides's literature survey of reference services in academic libraries from 1964-1983 found 232 articles. The most frequent topic in those articles is bibliographic instruction with seventy-nine articles.[16] Orgren and Rice provided an overview of prominent primary issues in reference services over the previous ten to fifteen years and pointed out arguments for and against BI.[17] The factors which impact reference services at U.S. and Canadian colleges and universities were reported by Emmick and Davis in 1984.[18] They found that student body size, available degrees, geographical location, and size of the holdings impact reference services such as BI. Welch first surveyed 113 Texas public and academic libraries to discover the similarities and differences in reference services, then did a content analysis on national placement ads to compare her results.[19]

Much of the bibliographic instruction literature of the 1980s was of the how-to type which is not addressed in this study. But writers such as Nielsen looked at the ideas behind inclusion of BI in reference

services. Legg[21] and Benham[22] discussed the four areas of responsibilities for academic reference librarians, why newly-trained librarians need to be aware of them, and the training needed to acquire those skills. Bunge surveyed the average amount of time reference librarians spend on BI and/or online searching in Association of Research Libraries institutions, discovering that 30% spent twenty-two to thirty hours per week.[23] White and Paris related the needs and preferences of reference employers to areas covered in library school curricula.[24] Several authors have dealt with competencies needed by academic reference librarians, including bibliographic instruction. Powell and Creth determined that BI was ranked nineteenth among fifty-six competencies needed for reference services.[25] Griffiths and King determined BI was one of the essential competencies for academic reference librarians.[26]

Flinner discussed the general schedule of duties of a typical reference librarian.[27] Lutker suggested that the effectiveness of mandatory bibliographic instruction programs become a criteria for accrediting institutions of higher education.[28]

As the frequency of bibliographic instruction has grown, several academic libraries have chosen to implement coordinators specifically for this area. Blazek surveyed academic libraries to determine how programs run by BI coordinators compared to those directed by reference department heads and found few significant differences.[29] Broidy looked at different ways to organize BI programs but emphasized the need for recruiting, interviewing, and hiring competent librarians for positions with BI duties.[30]

Brundin[31] and Isaacson[32] discuss how BI can be promoted with administrators, the benefits of such interaction, and a list of inherent problems. Johnson gives clues on how to be successful in that promotion role.[33] On the same lines with tips for new staff members and the institution which hires them is Intner's article which emphasizes that library schools and the recruiting institution need to both take responsibility for helping students be successful in their first jobs.[34] And Sherratt points out the benefits to individual librarians if they decide to become involved in bibliographic instruction.[35]

CHAPTER III. METHODOLOGY

This study involves a content analysis of job advertisements for entry-level academic reference librarians in order to identify the stated requirements for those positions. Upon identification and analysis of the positions, a survey was sent to further investigate the characteristics of the institution and its expectations for the successful candidate for the position.

This study began in January of 1991 and was conducted in three phases. The first phase involved analyzing information about those academic libraries which advertised reference position openings during a three month period in 1990. The journal College and Research Library News, sponsored by the Association of College and Research Libraries and maintaining a circulation of 10,500, was chosen because of its extensive job openings from academic libraries

throughout the United States. The position listings were analyzed for mention of bibliographic instruction skills/duties, as well as for background skills, training, and experience expected.

The methodology will draw upon Sheila Creth and Faith Harders's efforts in 1980 to study these areas for entry-level librarians[36] and the study Mary Baier Wells made of job advertisements over the period of 1959-1979.[37]

The content analysis of the positions listings concentrated on the categories used to analyze job advertisements from 1959-1979 by Mary Baier Wells. These include job type, education, qualifications, responsibilities, status, and salary. Wells' criteria for coding data for tabulation were followed to maintain replication.

The second phase of the study involves a follow-up survey in which the search chairperson was asked to rank the skills expected of the successful job candidate. The search chairpersons were surveyed based on the supposition that they, or the committee they represent, were at this time very familiar with the job description and qualifications to be possessed by the successful candidate for the position listed. Other

academic libraries not listing such positions during this time were not included in this survey since their awareness of and/or possession of an up-to-date job description cannot be predicted.

The Instrument

The survey questions were patterned after those developed by Jeanie M. Welch in 1987 to survey 113 Texas academic and public libraries "to determine if there were important similarities and differences in reference positions" in the two types of libraries.[38] Also the bibliographic instruction methods delineated by Emmick and Davis to determine reference practices in 367 academic libraries were used.[39]

It was expected that eligible survey respondents would be from a variety of institutions throughout the United States. Only advertisements for entry-level positions at four-year or postgraduate colleges and universities or their branches were included in the study. A sampling of openings for reference positions listed in College and Research Library News from May to July/August 1989 revealed sixty-five positions. This survey uses the September, October, and November of 1990 issues and determined that sixty-two unique

listings with a total of seventy positions were entailed. Questionnaires were sent only to those institutions which included reference or bibliographic instruction in their duties in the job listing or title. Positions requiring more than two to three years of experience were not considered as this survey was primarily interested in the entry-level skills required. Questionnaires were mailed with prepaid, self-addressed return mail envelopes. Forty-one questionnaires were returned for a response.

The questionnaire elicited the following information about the entry-level position listed:

1. Professional qualifications for the position.
2. Job skills and responsibilities;
3. Work scheduling;
4. Benefits;
5. Departmental characteristics;
6. Institutional characteristics.

The seventy job listings used to generate survey participants were analyzed by the following categories:

1. Job titles;
2. Professional qualifications for the position;
3. Professional experience desired;
4. Job responsibilities;
5. Status and benefits.

Comparison was made between the results of these questionnaires and listings and from surveys conducted by Wells, Emmick, and Welch.

Data Preparation

The third phase of this study involved the preparation of the input data and its analysis using the Statistical Package for the Social Sciences computer software package. Information collected was analyzed by frequency distributions and cross tabulations for determining the extent to which relationships, if any, existed between the institutional characteristics and the job skills and responsibilities expected. The comparison of job advertisements and questionnaire results serves to assess the reliability of the data.

Since the sample size for the content analysis of job listings was seventy, the sample can be determined to be statistically a normal distribution. The calculation of the data characterized what are typical job expectations for entry-level academic reference librarians, how widely those expectations varied, and summarized the data received.

Analyzing the job listings was done in terms of geographic location, job type, education, qualifications, responsibilities, status, and salary. Categories and their criteria from Mary Baier Well's study were used.

Listings were tabulated to show in which of the four regions of the United States they are located. The Northeast region includes Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New York, Vermont, Pennsylvania, Rhode Island, New Jersey, and the District of Columbia. The Midwest region consists of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, and Oklahoma. The South region was comprised of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisianna, Mississippi, North Carolina, Texas, Tennessee, Virginia, and West

Virginia. And Hawaii, Alaska, Washington, Utah, Oregon, California, Arizona, New Mexico, Nevada, Colorado, Idaho, Wyoming, and Montana made up the West region.

The type of job was assigned based on its title and/or its responsibilities as found in the ad. When librarian or reference librarian was designated, or if widely different responsibilities were expected of one position, general librarian was chosen. A subject specialist was defined as a librarian with strong subject background whose responsibilities cut across the traditional public and technical services boundary. Administrative was included as a job type because many positions combined administrative and library duties and thus still fit this study. Bibliographic instruction was chosen when the job title or responsibilities indicated that this was the primary function of the position listed.

Library education was listed under four categories: the ALA-accredited M.L.S., the general M.L.S., a bachelor-level library degree, and no degree specified. The additional subject degree was divided into a subject master, a subject Ph.D., a subject

bachelors degree, or additional degree desired but no specific level mentioned.

Library experience desired was grouped in increments of 0 years, 1 to 2 years, 3 to 4 years, and 5 plus years. Also recorded was and indication that experience was desired but no amount was specified. Desirability of second languages was tallied by European or non-European languages desired, with some answers also being tallied for language desired but not specified.

Next, the qualifications the applicants were expected to bring to the job were analyzed. Management deals with supervisory or administrative experience. Interpersonal communications concerned skill in relating to faculty, students, and co-workers. Automation was concerned with familiarity with automated library systems. Online involved the ability to search bibliographic databases. CD-ROM, cataloging, and government documents involved experience in each of these areas. An additional category for other allowed any experience categories not yet covered to be tabulated by hand.

Wells's category for sex was not used as 1990 job listings follow federal guidelines against discrimination, while her earlier listings did not.

Next, categories for job responsibilities were tabulated. Definitions used for consistency were again from Wells. Bibliographic instruction, collection development, audiovisual, administrative/personnel, subject specialty, and reference desk are fairly self-explanatory. The category of special materials was checked if the materials such as archives, government documents, or specific types of materials were mentioned. Computer services dealt with design or use of automated library operation systems, information retrieval systems, or bibliographic utilities. This tabulation allowed for any or all of these categories to be checked for each of the listings.

Benefits and status comprised the final category. Salary was coded as found in the job listing. If a range was indicated, the minimum amount was considered. Benefits such as pension, life insurance, medical insurance, dental insurance, tuition waivers, and vacation allowances were tabulated. In addition, status was divided into faculty, professional/academic, and civil service categories.

The questionnaires were tabulated strictly by their items, except that the category of geographic location was entered into the data using the same geographic regions as was used for the job listings.

CHAPTER IV. FINDINGS

The return rate for the mailed questionnaire was thirty-nine completed and two incomplete. This meant a total of 67.7% of the sixty-two listings were received. The two blank questionnaires, returned because the positions had been either non-funded or impounded, reduced the number of surveys to be analyzed to 64.5% of those sent. The high return rate determined that these figures were statistically a normal distribution.

A statistical procedure was used to tabulate frequencies to determine the number of positions advertised and the requirements asked for. The content analysis and the questionnaire both show that an ALA-accredited MLS was requested by 91.4% and 92.3% respectively (Table 1). This may have been influenced by the fact that College & Research Library News is published by the Association of College and Research Libraries, a prestigious group supportive of ALA-accreditation. The two cases where a library degree was not required were for archive positions with reference duties.

Table 1.--Professional Qualifications of Reference Librarians by Source

Variable	Questionnaire N	%	Listing N	%
Job Titles:				
General	N/A		27	38.6%
Subject	N/A		37	52.9%
Administration	N/A		3	4.3%
Bibliographic Instruction	N/A		3	4.3%
Library Education:				
ALA/MLS	36	92.3%	64	91.4%
MLS	13	33.0%	4	5.7%
BLS	0	0.0%	0	0.0%
Not specified	2	2.9%	0	0.0%
Other Degree:				
Subject Masters	15	38.5%	24	34.3%
Subject Ph.D.	N/A		0	0.0%
Subject Bachelors	N/A		5	7.1%
Other	N/A		10	14.3%
Experience Desired				
Less than 1 year	N/A		5	7.1%
1 - 2 years	N/A		25	35.7%
3 - 4 years	N/A		4	5.7%
Over 5 years	N/A		0	0.0%
Exper. required/no #	N/A		24	34.3%
No mention	N/A		12	17.1%
Second Language Desired:				
European	N/A		5	7.1%
Non-European	N/A		1	1.4%
Not specified/mentioned	N/A		12	17.1%
No mention	N/A		52	74.3%

Table 2 shows the geographic regions of the United States represented by the results of this study. The questionnaires returned and job listings are similarily represented with little difference in the percentages analyzed for each aspect.

Table 2.--Locations Identified in Questionnaire and Job Listings

Geographic Area	Location from Questionnaire N	%	Location from Job Listings N	%
Northeast	10	25.6%	24	34.3%
Midwest	4	11.4%	8	11.4%
South	12	30.8%	19	27.1%
West	13	33.3%	19	27.1%

For both the content analysis and the questionnaire, bibliographic instruction was determined to be an important component of reference librarians' work. It was listed in 90% of the job listings and 90% of the returned questionnaires with only reference desk responsibilities being cited more frequently at 95% and 100% (see Table 3). Other responsibilities showing high frequencies of occurrence are computer services/

automation (80% and 70%) and collection development (80% and 77%). Subject specialists are also ranked at over 60% frequency.

When the "Other Responsibilities" write-in category from the questionnaire is compiled, the following responses are found: professional membership, 4 answers; academic committee work, 4; administering/planning new services, 2; research/ scholarly activity, 3; personnel function, 2; outreach programs, 2; govt. documents supervision, 1; coordinate tech services, 1; and write library newsletter, 1.

Table 3.--Job Responsibilities By Source

Job Responsibilities	Questionnaire N	Questionnaire %	Job Listings N	Job Listings %
Bibliographic Instruction	34	87.2%	63	90.0%
User Guides	35	89.7%	N/A	N/A
Collection Development	30	76.9%	56	80.0%
Audiovisuals	N/A	N/A	4	5.7%
Administration/ Personnel	5	12.8%	28	40.0%
Subject Specialist	25	64.1%	44	62.9%
Reference Desk	39	100.0%	67	95.7%
Computer Services	33	84.6%	56	80.0%

A comparison of the findings of this study to those compiled by Nancy J. Emmick and Luella B. Davis in their 1980 survey of 367 U.S. and Canadian colleges shows some strong correlations. In comparison to Table 3, Emmick and Davis (1980) found 76.6% of reference librarians (not just newly-hired ones) were involved in user education/BI, 82.8% developed user guides, 62.3% had online searching duties, and 34.6% had collection development responsibilities. The 1980 survey and my 1990 survey show a slight increase in BI and developing user guides, but a sharp increase in online and collection development duties.

When these two studies are compared to Wells's longitudinal study for all types of academic librarians, it can be seen that bibliographic instruction has risen from 2.2% of the job responsibilities in job listings in 1959 to 14.5% in 1974 to 33.6% in 1979 to 76.6% of all reference librarians surveyed by Emmick and Davis in 1980, to 90% of the reference job listings tallied from 1990. While not all studies were covering the same types of groups, there is reason to believe that bibliographic instruction duties of academic reference librarians has become an increasingly important part of their work.

Wells also provided a longitudinal look which complements this study's results about the job responsibility areas of subject specialization and collection development duties. Here again Wells was analyzing all academic library job listings over the years 1959, 1964, 1969, 1974, and 1979. She determined that specialized subject duties climbed from 0.5% to 32.0% over that twenty year period. The current study shows that 63% of academic reference librarians will have subject specialist responsibilities. Wells determined that collection development for all academic librarians went from 0.5% to 40.8% from 1959-1979. This current study shows collection development will be part of 80% of the reference librarians' duties in 1991.

Newly-hired reference librarians are expected to bring a variety of backgrounds to their new positions according to the job listings (see Table 4). Interpersonal communications (73%) rank highest, followed by online (59%), then automation (33%) and bibliographic instruction (33%). The development of the content analysis had not anticipated BI would receive such a high percentage (32.9%) and had failed to include it in the specific groups tallied. It was

not until the "other background" category was hand tallied that the strength of BI background was determined. Additional individual answers to the "Other Backgrounds" write-in category are computer software/programming, 7 answers; ILL/document delivery, 2; tech services, 2; research, 2; audiovisuals, 2; archives, 1; marketing, 1; collection development, 1; trade bibliographies, 1; and effective work relations, 1.

Table 5 shows the relationship between the frequency of methods of bibliographic instruction cited by Emmick and Davis showing 1980 figures and this study with its 1990 figures. Emmick and Davis's totals for 367 Canadian and U.S. colleges and universities run approximately 10% higher than this study's results, except for the categories of teaching and programmed instruction. These two categories had significantly higher frequency levels in this study.

Table 4.--Background Experience Preferred as Found in Job Listings

Background Experience	Yes		No Mention	
	N	%	N	%
Management	17	24.3%	53	75.7%
Interpersonal Communication	51	72.9%	19	27.1%
Automation	23	32.9%	47	67.1%
Online	41	58.6%	29	41.4%
CD-ROM	15	21.4%	55	78.6%
Cataloging	4	5.7%	66	94.3%
Govt. Docs.	5	7.1%	64	91.4%
Bibliographic Inst.	23	32.9%	47	67.1%
Other	43	61.4%	27	38.6%

Table 5.--Specific Bibliographic Instruction Methods

Method	Questionnaire		Emmick & Davis	
	N	%	N	%
Subject Lecture	32	82.1%	339	93%
Introductory Pres.	31	79.5%	328	90%
Library Orientation	30	76.9%	326	90%
Term Paper Assist.	17	43.6%	188	52%
Teaching	20	51.8%	105	29%
Term Paper Clinic	7	17.9%	94	26%
Programmed Instruct.	12	30.8%	19	5%
None	2	5.1%	2	0.5%

When a cross-tabulations analysis is used to determine the relationship between bibliographic instruction duties and status, a relation is found ($p < .01$). When BI is compared with different job responsibilities, a relationship is also found ($p < .01$) with reference desk duties and computer services.

A crosstabs analysis of the questionnaire answers for enrollment by job responsibilities shows a relation ($p=.05$) only for user education, with no relation found for online, collection development, or subject specialist responsibilities.

Crosstabs analysis of specific user education methods shows a relationship ($p \leq .05$) for all of the methods tallied except user guides (see Table 6). Crosstabs analysis also points out a relationship ($p < .05$) between hours of reference service and BI methods of introductory presentations and library orientation (see Table 6).

TABLE 6.--Analysis of Relationships between Enrollment and Bibliographic Instruction Methods

BI Method	Significance Level
Subject Lecture	P = .05
Introductory Presentation	P = .05
Library Orientation	P < .05
Term Paper Assistance	P < .05
Teaching	P < .05
Term Paper Clinic	P < .05
Programmed Instruction	P < .05
User Guides	

When the relationship between hours of reference service and bibliographic instruction methods, only introductory presentations and library orientation appear to be related ($p < .05$).

Tables 1, 7, 8, and 9 serve to develop a profile of the newly-hired academic reference librarian as determined by this study. Table 1 shows educational expectations. Table 7 indicates the frequencies of benefits, wages, and status found in the 70 job listings tallied. Many of the job listings do not specify a list of benefits. This may have be due to the costs for space in the listing. Many of the ads are very compact, while others contain an extensive review of the expectations for the job. Tables 8 and 9

look at some of these same benefits as determined by the questionnaire results. From both the job listings and the questionnaire, average minimum salaries range from $20,000 to $30,000. Table 9 also indicates the frequencies of different duty details for academic reference librarians. Most are expected to work thirty-one to forty hours per week, eleven to twenty hours of which are expected to be spent at the reference desk area. Over 90% of the reference departments have less than 15 full-time librarians, and 70% of the departments provide reference service from sixty-one to one hundred hours total per week.

Table 7.--Benefits, Wages, and Status from Job Listings

Salaries	N	%
Under $15,000	0	0.0%
$15,000-19,999	1	1.4%
$20,000-24,999	31	44.3%
$25,000-29,999	25	35.7%
$30,000-34,999	10	14.3%
Over $35,000	0	0.0%
Vacation	**N**	**%**
1-14 days	0	0.0%
15-21 days	2	2.0%
22+ days	17	24.3%
No Mention	51	74.7%
Other Benefits	**N**	**%**
Pension	16	22.9%
Life Insurance	5	7.1%
Full Medical	12	17.1%
Dental	11	15.7%
Tuition Waver	5	7.1%
Other	13	18.6%
Benefits Mentioned/ Not Listed	18	25.7%
Benefits Not Mentioned	38	54.3%
Status	**N**	**%**
Faculty	32	45.7%
Nonfaculty but Academic Rank	22	31.4%
Not Mentioned	16	22.9%

Table 8.--Institutional Characteristics from Questionnaire

Variable	N	%
Enrollment		
Under 1,000	2	5.1%
1,000-4,999	8	20.5%
5,000-9,999	4	10.3%
10,000-14,999	1	2.6%
15,000-19,999	13	33.3%
Over 20,000	11	28.2%
Highest Degree Offered		
Associate	0	0.0%
Bachelor	2	5.1%
Masters	7	17.9%
Ph.D.	30	76.9%
Salary		
Under $15,000	3	7.7%
$15,000-19,999	1	2.6%
$20,000-24,999	24	61.5%
$25,000-29,999	7	17.9%
$30,000-34,999	2	5.1%
Over $35,000	0	0.0%
Vacation Time		
Less than one week	0	0.0%
1.1 - 2 weeks	2	5.1%
2.1 - 3 weeks	7	17.9%
3.1 - 4 weeks	10	25.6%
4.1 - 5 weeks	7	17.9%
5.1 - 6 weeks	11	28.2%
6.1 + weeks	2	5.1%

Table 9.--Reference Department Working Conditions from Questionnaire

Variable	N	%
Degree Desired		
ALA/MLS	36	92.3%
MLS required/preferred	13	33.0%
2nd Masters	15	38.5%
Hrs. Per Week Reference Librarians Must Be at Work		
Under 30 hours	1	2.6%
31-35 hours	6	15.4%
36-40 hours	30	76.9%
Over 40 hours	1	2.6%
No answer	1	2.6%
Hrs. Per Week Ref. Librarians Work Reference Desk		
Under 10	5	12.8%
11 - 15	16	41.0%
16 - 20	8	20.5%
21 - 25	2	5.1%
26 - 30	1	2.6%
31 - 35	0	0.0%
36 - 40	1	2.6%
Over 40	0	0.0%
No answer	6	15.4%
Full-Time Equivalent Reference Librarians		
0 - 5	14	35.9%
6 - 10	13	33.3%
11 - 15	9	23.1%
16 - 20	1	2.6%
21 - 25	2	5.1%
Over 25	0	0.0%
Hours Per Week Reference Service Available		
10 - 20	2	5.1%
21 - 40	1	2.6%
41 - 60	3	7.7%
61 - 80	16	41.0%
81 - 100	11	28.2%
101 - 120	2	5.1%
Over 120	1	2.6%
No answer	3	7.7%

CHAPTER V. CONCLUSIONS

This study has sought to determine the answers to three questions: What are typical job expectations for entry-level academic reference librarians? How widely do those expectations vary? and How prevalent is bibliographic instruction in the job experience for a newly-hired academic reference librarian?

The content analysis of three months' worth of reference librarian job listings from 1990 issues of College & Research Library News led to the profile of expectations for newly-hired librarians found in Tables 1, 3, and 4 and include responses from the questionnaires sent to search committees about their expectations for applicants. This study found that over 50% of the employers wanted applicants to possess good interpersonal skills and have online searching experience. About one third expected automation experience and bibliographic instruction experience. The majority of successful applicants can expect their salaries to be based on minimum salaries of $20,000 to $30,000. Three fourths of the applicants can expect to

work 36 to 40 hours per week, and 60% can expect to spend between 11 and 20 hours per week at the reference desk.

The fact that some categories, such as an ALA-accredited library degree being preferred, had a total frequency of over 90% on both the content analysis and the questionnaire shows some degree of expectation conformity. But the long list of "other backgrounds" and "other duties" found in the two methods leads one to believe that much individuality of expectations exists at the institutional level. The high percentage of frequency for five of the responsibilities found in Table 4 does give librarians-in-training a pretty good idea that they will be expected to participate in reference desk (95.7%), bibliographic instruction (90%), collection development (80%), computer (80%), and subject specialist (62.9%) responsibilities if they begin their work in the 1991s.

The primary concern of this paper is the third research question which is: "How prevalent is bibliographic instruction in the job expectations for newly-hired academic reference librarians?" The results are astonishing because of their marked

increase since Emmick and Davis's 1980 survey which determined user education participation at 76.6% among over 360 reference librarians. The fact that the content analysis of job listings and the questionnaire both found that BI is part of over 90% of the responsibilities for newly-hired academic reference librarians may show, as Pinzelik points out, that new library school graduates serve their "BI time" until "BI burnout" occurs. Or it may signal ever-increasing institutional emphasis on providing BI.

Whichever one of these two scenarios is true (or if both are), it seems that bibliographic instruction is definitely one of several job aspects that library school students who hope to get academic reference jobs should be prepared to undertake. It seems that library school personnel should encourage opportunities for students to gain experience in this field as they pursue their degrees. Students might be responsible for introducing a reference tool to their reference class or might conduct some of the library orientation tours which consume so much of the library staff's time each fall or summer. Library school students could also gain experience by learning one print or CD-ROM indexing source and being expected to spend one

afternoon or evening assisting library patrons in its use. Being responsible for a classroom presentation in any of their classes also provides an opportunity to be responsible for knowledge transfer to a group and increases the student's experience which can be transferred to bibliographic instruction duties.

Recommendations for Future Research

This study did not take the additional step to contact the successful candidates for the positions studied. It would be interesting to determine if the newly-hired reference librarians feel that they possess a majority of the qualifications specified in the job listings or consequent questionnaire. This study does reflect the fact that job listings are a wish list compiled by the institutions and rarely reflect all of the qualifications or duties that the job entails. Hopefully this study serves to give both job-hunting library school students and their faculty a better insight into the world that the successful academic reference librarian applicant faces in the year 1991.

APPENDIX A

Questionnaire Cover Letter

School of Library Science
(216) 672-2782

Kent STATE UNIVERSITY
Kent, Ohio 44242-0001

February 15, 1991

Dear Library Administrator:

Recently your library advertised a position for a reference or bibliographic instruction librarian in the September, October, November, or December issue of College and Research Library News. I am contacting the search chairpersons for each of the positions listed for either of these two categories.

I am trying to replicate a 1986 study by Jeannie M. Welch which gave a profile of hiring practices at academic libraries. The results will be reported in a research paper presented as part of the requirements for a Masters in Library Science at Kent State University, Kent, Ohio.

Would you please take a few minutes and complete the enclosed questionnaire? Participation in this project will be totally anonymous. Results will be calculated on a comparison of geographic region and enrollment size versus the response to the other questions.

Included in this packet is a stamped self-addressed envelope to assist you in returning the questionnaire. Your time and assistance in completing the questionnaire is greatly appreciated.

Sincerely,

Mary Lou Moegling

APPENDIX B

Questionnaire

QUESTIONNAIRE FOR INSTITUTIONS ADVERTISING JOB OPENINGS

CHARACTERISTICS OF YOUR INSTITUTION:

I. What state is your institution located in: _____

2. What is the student enrollment (in Full-Time Equivalents) of the institution that the newly-hired reference librarian will be serving?

_____ Less than 1,000
_____ 1,001 to 5,000 .
_____ 5,001 to 10,000
_____ 10,001 to 15,000
_____ 15,001 to 20,000
_____ More than 20,00
_____ Unknown

3. What is the highest degree offered at the institution that the newly-hired reference librarian will be serving?

_____ Associate
_____ Bachelor's
_____ Master's
_____ Doctorate
_____ Unknown

WORK SCHEDULING:

4. How many hours per week is each reference librarian required to work?
_____ hours

5. How many hours per week is each reference librarian required to work at the reference or information desk? _____ hours

6. What is the current starting salary on an annual basis? $_____ yr.

7. How many weeks of vacation will the new reference librarian receive after one year of service? _____ weeks

8. How many full-time equivalent professional librarians are there currently employed in your reference department? ____ people

9. How many full-time equivalent professional librarians are there currently employed in your reference department? ____ librn

10. How many hours per week does your library provide reference assistance for patrons? _____ hours

PROFESSIONAL QUALIFICATIONS:

Must the successful candidate for this position have professional qualifications that include the following:

	YES	NO
11. ALA-accredited M.L.S. required or preferred?	____	____
12. M.L.S. required or preferred?	____	____
13. Second master's degree required or preferred?	____	____

SKILLS AND RESPONSIBILITIES:

Will the successful candidate for this position have any of the following responsibilities?

14. Library user education (e.g. bibliographic instruction or group tours)?	____	____
If yes, will the candidate be responsible for		
a) subject -oriented lectures?	____	____
b) introductory presentations?	____	____
c) library orientation	____	____
d) term paper counseling?	____	____
e) teaching?	____	____
f) term paper clinics?	____	____
g) preparing programmed instruction?	____	____
h) none of the above.	____	____
15. Preparation of library-user guides (e.g. general library brochures, subject guides, and/or bibliographies)?	____	____
16. Online bibliographic searching (e.g. Dialog, BRS)?	____	____
17. Collection development (e.g. materials selection, weeding assignments, collection evaluation)?	____	____
18. Subject specialization (e.g. humanities, the sciences)?	____	____
19. Automation responsibilities other than online bibliographic searching (e.g. online public catalogs, microcomputers)?	____	____

20. Other professional responsibilities. Please state briefly below

NOTES

[1]Sheila D. Creth and Faith Harders, "Requirements for the Entry Level Librarian," Library Journal 105 (Oct. 1980): 2168-2169.

[2]Mary Baier Wells, "Requirements and Benefits for Academic Librarians: 1959-1979," College & Research Libraries (Nov. 1982): 450-458.

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[4]Patrick Max, "Learning About Libraries," Journal of Academic Librarianship (May 1990): 84-85.

[5]Pinzelik, 83.

[6]Christine Stewart Sherratt, "Education for Bibliographic Instruction: A Perspective Revisited," Journal of Education for Library and Information Sciences 27, no. 3 (Winter 1987): 196-197.

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[14]Alan J. Clark, "Education and Training for Librarianship and Information Work: Annual Bibliography, 1986," Education for Information 5, no. 4 (Dec. 1987): 243-283.

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[16]Thelma Freides, "Current Trends in Academic Libraries," Library Trends 31, no. 3 (Winter 1983): 457-477.

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[20]Brian Nielsen, "Teacher or Intermediary: Alternative Professional Models in the Information Age." College & Research Libraries (May 1982): 183-191.

[21]Diane Legg, "Information Services in Minnesota: Personnel Needs and Gaps," Minnesota Libraries 28 (Autumn 1986), 201-205.

[22]Frances Benham, "What an Information Services Administrator Expects of Library Education," Journal of Library Administration 11, no. 3/4 (1989): 73-89.

[23]Charles A. Bunge, "Reference Desk Staffing Patterns: Report of a Survey," RQ 26 (Winter 1986): 171-180.

[24]Herbert S. White and Marion Paris, "Employer Preferences and the Library Education Curriculum," Library Quarterly 55 no. 1 (Jan. 1985): 1-33.

[25]Ronald R. Powell and Sheila D. Creth, "Knowledge Bases and Library Education," College & Research Libraries 47 (Jan. 1986): 16-27.

[26]Jose-Marie Griffiths and Donald W. King, New Directions in Library and Information Science Education (White Plains, New York: Knowledge Industry Pub. for the American Society for Information Science, 1986).

[27] Beatrice E. Flinner, "A Scenario of the Reference Librarian in a Small University Library," Reference Librarian 19 (1987): 341-358.

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[35]Sherratt, 194-197.

[36]Creth and Harders, 2168-9.

[37]Wells, 450-8.

[38]Welch, 396.

[39]Emmick and Davis, 67-81.

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